

From: [Snipes, Kristy](#)
To: [1490Comments](#)
Subject: MO Learning Standards
Date: Monday, February 29, 2016 8:51:32 AM

I am a 4th grade teacher in the bootheel of Missouri. I teach in a wonderful little town called Kennett, MO.

I have been reading and following the learning standards for quite some time now. I see the improvements made and I thank you for that. My only concern right now is the Writing 3.A part. The writing process takes TIME. As elementary teachers, we teach all subjects. We can't focus just on one subject. We have to be cross curriculum teachers. I love that about elementary school! So the 3.A. in the writing part definitely raised a red flag for me. This seems more in depth to a point of definitely overwhelming our children and teachers. The entire research process (in depth) is just over their heads at this point. We need to be focused more on the main idea, writing in paragraph forms, and eventually placing 3-5 paragraphs to complete a writing assignment, such as a narrative or opinion piece. I know I usually help the students with a paper on a Famous Missourian at the end of the year. They love it! I guide them along, give them questions to answer, and help them place it in paragraphs. They do present it to the class. This is a great example of how we are introducing the concept of a research paper, but not going into the depth of the stated standards. Let's be aware that I have some students that start off the year writing one fragment sentence. So I am proud when they end the year able to write a complete paragraph! So you see where we start in writing is far off with some of the standards. I also have taken some time in the classroom for journal writing. This has helped many get to writing and helped some with creativity in writing as well.

I want to thank you for taking time to read my comments. I know I covered many different ideas and such, but I am typing this in a hurry. I have many 4th graders looking forward to me starting class, so off I go. Thanks so much for your consideration.

Sincerely,
Kristy Snipes

From: [Susan German](#)
To: [1490Comments](#)
Subject: Feedback on proposed standards
Date: Monday, February 29, 2016 10:08:52 AM

Hello,

1. Why did you remove the boundaries, explanations, and foundation boxes? That was designed to help teachers know how far the the standard would be tested, plus provide a one stop shop for knowing the background information. Now, teachers will have to go to other documents in order to have an idea of what they are to teach.
2. While I do not mind the addition of the Engineering standards, do you not think that it will be treated as Inquiry was treated years ago? A unit to never be seen again. Or, worse yet, as a stand alone class and not integrated into the curriculum?

I may have more.

Susan German

From: [Susan German](#)
To: [1490Comments](#)
Subject: More feedback
Date: Monday, February 29, 2016 10:26:38 AM

Hello,

I guess that I am most disappointed in the effort to leave our current standards has been reduced to trying to make the new standards look like the old. Maybe this decision was based on backlash to national standards. But, some of the rewording has been weakened even further (students should use models to make predictions, that is similar to what scientists do).

Do you not think the repeats will confuse teachers? We tried to have a document that has depth for teachers but flexibility in how teachers approach bundling the standards.

Susan German

From: [Kimberly Brannan](#)
To: [1490Comments](#)
Subject: Math Curriculum Comments
Date: Monday, February 29, 2016 10:55:00 AM

Standards appear to be very similar to prior standards. Changing the wording of the standards does not change the meaning behind standard, only the clarity. Standards seem to focus more on the "why" of the process whereas developmentally the students are not at that thinking level to comprehend the "why." We would recommend focusing more on the "basics" and becoming fluent in these prior to understanding the "why" and then develop further, more complex, higher level thinking at age appropriate levels.

Kim Brannan
Success School

From: [Kyle Kruse](#)
To: [1490Comments](#)
Subject: Comments on proposed changes to standards
Date: Monday, February 29, 2016 11:17:48 AM

To whom It may concern,

Thank you for the opportunity to comment on proposed changes to the Missouri Learning Standards. Please find my comments below.

1. It appears there is little alignment between K-5 and 6-12 standards in ELA. This may have been caused by the structure of the committees charged with reviewing and proposing changes. It is my understanding there was little coordination between the K-5 group and the 6-12 group, and this has likely caused a significant lack of alignment. The lack of alignment will lead to both redundancies and gaps in what students are taught.
2. Many of the proposed new standards are very vague. For example..... Reading 1A, Grades 4 & 5..... "Develop and demonstrate reading skills in response to text." There is no way of knowing exactly what this means, or how it could be tested. Similar examples occur throughout the proposed changes.
3. Adopting the proposed changes will have two very negative consequences. 1). Teachers need instructional resources that are reasonably aligned with the standards on which students will be tested. By changing the Missouri Learning Standards in this way, you will have ensured that NO text/resource will fully align with what MO kids will face on a test. Teachers will have to spend many hours adapting or re-ordering instructional units. 2). Changing the Missouri Learning Standards this way will make it necessary to develop a whole new, MO-specific testing scheme. This will be expensive, will prevent us from effectively comparing student performance to other states, and will likely prove a hindrance to MO students that need to be prepared for the ACT. Common Core Standards actually correlate with ACT. The Missouri Learning Standards (if changed as proposed) most assuredly will not.

Thank you again for the opportunity to comment. Please reject the proposed changes to the Missouri Learning Standards, and let MO educators continue the curriculum and standards process that began several years ago.

Kyle Kruse
Superintendent
New Haven School District
573-237-3231

From: [KIMBERLY WINKLER](#)
To: [1490Comments](#)
Subject: Why?
Date: Monday, February 29, 2016 12:22:33 PM

I wanted to address the proposed changes to the Missouri Learning Standards. From the beginning, the Common Core standards were developed by the Governor's Association to provide all students in Missouri and across all states with a common foundation. Since our population is becoming increasingly transient, this is critical in helping us to prepare all students for the future. Never once were these standards attached to any political party or agenda. When the waiver was passed, this is when groups started to be enraged about the standards. I have one question that needs to be at the forefront of any decision regarding the standards. WHAT IS BEST FOR STUDENTS?

When our staff first started reading the standards thoroughly and realigning curriculum to meet the new standards, many of us thought they would be difficult to attain. However, when faced with higher standards, students achieved higher standards. The adoption of the current Missouri Learning Standards also spurred our district to improve our reading instruction through training in reading and writing workshop. Students are reading and writing at a much higher level now thanks to those standards.

Our district did as we were expected to do. We aligned and rewrote curriculum at a huge expense to the district for materials and compensation, revised our teaching methods, and have spent countless hours familiarizing ourselves with our new expectations. Now, we feel as if we are punished for doing what we were told to do. We realize curriculum is an ever-changing document. However, the standards should not change this quickly and for the reason that is behind this movement. I do not believe that what is best for students is being considered. The expertise of teachers is not being taken into account either since the teachers in our district were excited by the prospect of common standards for the majority of the nation. I believe we are taking a step backwards by moving away from the current Missouri Learning Standards. Please consider this when making your decision regarding the adoption of the proposed standards.

Sincerely,

Kim Winkler

From: [Lori Williams](#)
To: [1490Comments](#)
Subject: Comments on Proposed Standards
Date: Monday, February 29, 2016 12:40:16 PM

I feel that some of the new Science and Social Studies Standards are more difficult for a 3rd grader. I also think that some of the concepts that are being asked for a 3rd grader to do are above their level and some things a 9-10 year old is not ready for that they cannot understand the concept. Some of the new standards are requiring a 9-10 year old to understand a concept that their brain is not ready to comprehend all of the information.

--

Lori Williams
3rd Grade Teacher
Spring Bluff R-XV School District
Where What's Best For Kids Comes First

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From: [Lynn Blackwell](#)
To: [1490Comments](#)
Subject: Success School - comments
Date: Monday, February 29, 2016 1:03:27 PM

READING:

1B.c Kindergarten says verbs, while 1st grade says "identify words" use same language in 1st you need to state verbs and nouns - too vague BE CONSISTANT!

Grade 2 A2d. reasoning for (event order)

Grade 3 A4d should read as 3d

3A 5th with less objectives (too many)

MATH:

In short we think math is an absolute mess! NSB AND NSC should continue into 1st grade

--

Sincerely,

Lynn C. Blackwell
Success R-VI School
First grade teacher
committee meeting on 2/29/2015

From: [THURSTON, ERIN](#)
To: [1490Comments](#)
Subject: ELA Proposed Standard Feedback
Date: Monday, February 29, 2016 1:12:43 PM
Attachments: [image001.png](#)

Hi,

I am very concerned that there still isn't vertical alignment between standards as they transition from elementary to secondary (grades 5 and 6) as it relates to section and subsection titles. I realize there is a part on the side with the correlation; however, the structure should be the exact same to achieve a seamless flow for those students.

I believe substandards for grades 6-12 could help clarify and track standards to increase student achievement. Specifically, why does W1A/R1A have two standards listed but not use a substandard to clearly articulate the two separately?

Thank you,

Erin Thurston

Secondary ELA & World Language Content Leader
Francis Howell School District
636.851.5546
@ErinThurston1

Currently Reading:

In the Best Interest of Students: Staying True to What Works in the ELA Classroom by Kelly Gallagher
Masterminds & Wingmen by Rosalind Wiseman



From: [THURSTON, ERIN](#)
To: [1490Comments](#)
Subject: ELA Proposed Standards
Date: Monday, February 29, 2016 1:15:28 PM
Attachments: [image001.png](#)

Hi,

I am very concerned that there still isn't vertical alignment between standards as they transition from elementary to secondary (grades 5 and 6) as it relates to section and subsection titles. I realize there is a part on the side with the correlation; however, the structure should be the exact same to achieve a seamless flow for those students.

I believe substandards for grades 6-12 could help clarify and track standards to increase student achievement. Specifically, why does W1A/R1A have two standards listed but not use a substandard to clearly articulate the two separately?

Lastly, I think students and teachers could really benefit from adding stretch standards for writing in grades 9-10 and 11-12. For instance, students should be combining writing types, experimenting with style, etc. I am concerned that not providing differentiated standards at this level for writing will hold our students back.

Thank you,

Erin Thurston

Secondary ELA & World Language Content Leader

Francis Howell School District

636.851.5546

@ErinThurston1

Currently Reading:

In the Best Interest of Students: Staying True to What Works in the ELA Classroom by Kelly Gallagher
Masterminds & Wingmen by Rosalind Wiseman



From: [Casey Hassell](#)
To: [1490Comments](#)
Subject: History 4th
Date: Monday, February 29, 2016 1:44:54 PM

My concerns are that we will need to purchase all new materials for 4th grade because most of the standards are moving to 3rd grade. Also next year this will be a struggle, because they will be missing a whole year of objectives because of the change.

Casey Hassell
Special Services 4th Grade

From: [Cate Sanazaro](#)
To: [1490Comments](#)
Subject: New Missouri Standards
Date: Monday, February 29, 2016 1:49:43 PM

Department of Curriculum Development
DESE

Greetings,

After reviewing the new proposed standards for Missouri Language Arts Curriculum, I feel the need to comment about the obvious lack of consistency and alignment from elementary to secondary levels. It is an ongoing problem in my district that the lower grades are not preparing students for the rigors of high school, and for the most part this is due to the necessity to prepare their students for testing. However, we will continue to fail to make our students completely college and career ready without the compatibility of standards at both levels. I do not feel these proposed standards are adequately meeting our needs, and that we will be doing this again and again and again until alignment is addressed.

Thank you,

Cate Sanazaro
English II & Film in American Society
Key Club Advisor
573-885-2534 ext. 1131



From: [Erin Altemeyer](#)
To: [1490Comments](#)
Subject: Social Studies Standards
Date: Monday, February 29, 2016 1:52:16 PM

I am concerned about the big changes in Social Studies Standards. Many of the objective currently taught in 4th grade, such as MO history and government, have been moved to 3rd grade. With these changes 3rd and 4th grade would be required to buy new material to accommodate the changes. These changes would also affect student learning because of the changes for the upcoming school year. Students entering 4th grade would miss MO history and government.

--

Erin Altemeyer
Crawford County R-1 School District Administrator
Director of Transportation and Safety
Athletic Director Assistant
Curriculum, Instruction, and Assessment Support
Office 573-732-5365 extension 2016
Bus garage 573-732-4813
Crawford County R-1 School District, Central Office, 1444 Old Highway 66, Bourbon, MO 65441

From: [Sherry Wools](#)
To: [1490Comments](#)
Subject: Proposed Standards
Date: Monday, February 29, 2016 2:21:21 PM

While reading over the proposed new standards for 4th grade I noticed some changes in math, ELA, science, and a total change of curriculum in social studies. Historically, 4th graders learn about Missouri history, Native Americans, government, economy, etc...

Since the new 4th graders I will have coming in will not have had the Missouri history and such, nor the the new standards covering mostly colonial times. With that being said, I will have to teach both colonial era as well as Missouri history so there is no gap in learning.

The money I have personally invested in resources will be of no use to me or any other teacher since what I have is at a 4-5 grade level and will frustrate teachers and students alike trying to use them in 3rd grade.

I ask that you please reconsider the social studies standards being changed so drastically.

Best regards,

Sherry Wools, NBCT
Crawford County R-1 School District
Bourbon Elementary School
1444 Old Hwy. 66
Bourbon, MO 65441

From: [Tina Plummer](#)
To: [1490Comments](#)
Subject: Feedback on 1490
Date: Monday, February 29, 2016 2:38:55 PM

After reviewing the proposed Missouri Learning Standards, we have the following comments and observations:

The standards have reverted to a previously high level of repetition across the grade levels.

The standards in K-5 ELA have almost doubled from the current standards.

There is little to no vertical alignment in skills and approach to the standards.

The standards do not consistently grow in rigor and complexity across the grade levels.

Districts have spent significant time, resources, and professional development hours over the last four to five years to realign curriculum and acquire appropriate materials aligned to the current standards, and it would be impossible to redo this work in a one-year time frame.

Organization and formatting of the document is not user-friendly.

Some standards have moved content between grade levels for no compelling reason, for example:

- Decreased some standards in 6-8 math – some that were in 6th and 7th now begin in 8th

- Missouri history moved from 4th to 3rd grade

-Added an additional year of American History in elementary

-Life Science moved from 4th to 3rd grade

Thank you taking time to review our feedback.

Tina M. Plummer, Ed.D.

Assistant Superintendent of Curriculum, Assessment, and Professional Development
Mehlville School District

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From: [Susan Shirk](#)
To: [1490Comments](#)
Subject: Math - Geometry & Measurement 6 - 8
Date: Monday, February 29, 2016 2:51:35 PM

I see for 7th grade Geometry & Measurement (GM-A-1) it states, "Solve problems involving scale drawings." Does this also refer to similar figures? Similar figures are not mentioned in 6th, 7th or 8th grades.

Susan Shirk
7th Grade Math Teacher
Blue Dragons
Hardin Middle School
sshirk@stcharlessd.org



From: [Patricia Thompson](#)
To: [1490Comments](#)
Date: Monday, February 29, 2016 5:19:24 PM

To Whom It May Concern:

Upon review of the proposed standards, I would like to express the following concerns:

- * We have placed so much emphasis on increased rigor and pushing to higher DOK levels in the classroom during the past several years. It appears within the proposed standards we are taking steps backward. Many of the new standards have a DOK of 1 or 2.
- * A great example of a significant shift in decrease of rigor can be found in First Grade Math when you take a look at the standard content for place value. Content and rigor are vastly reduced in this area.
- * The shift of Missouri History from fourth grade to third grade is significant. Many of the materials purchased through the years are aligned to a fourth grade reading level and comprehension; therefore, a great deal of resources will have to be purchased that will be the appropriate level for third graders. The transition for students between second and third grade is difficult for many. This addition to the third grade curriculum would have a significant impact on those who already struggle with the transition.
- * I am concerned with the lack of clear articulation between the K-5 and 6-12 ELA strands. They do not flow smoothly from one level to the next in both content and format.
- * Some ELA wording is too broad. For example, phrases such as "appropriate text levels" , "sustained periods of time" need clarity.
- * My primary concern with the proposed standards in all four content areas is they eliminate/limit the use of many external research-based, reliable resources which could be used to support teaching and learning, because they are no longer aligned.

As you are already aware, a great deal of curriculum work has been done in districts by dedicated teachers who consistently seek to provide quality education in the classroom. I am proud of my teachers' accomplishments in this area. As a result, instruction in our district has an increase in rigor. Teachers are familiar with their curriculum content and have been busy creating formative assessment tools for use in the classroom to monitor progress toward mastery. It will certainly be disheartening to them to have to discard the fruits of their labor and start the process again. Thank you for your time.

Most sincerely,

Patricia L. Thompson
Superintendent of Schools
Crawford County R-I
1444 Old Highway 66
Bourbon, MO 65441
thompson@warhawks.k12.mo.us
phone: 573-732-4426
fax: 573-732-4545

Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos into order, confusion into clarity....It turns problems into gifts,

*failures into success, the unexpected into perfect timing, and mistakes into important events.
Gratitude makes sense of our past, brings peace for today and creates a vision for
tomorrow. Melodie Beattie*

From: [Caitlin Hendrix](#)
To: [1490Comments](#)
Cc: [Anna Reid](#)
Subject: Questions regarding proposed standards
Date: Monday, February 29, 2016 8:01:04 PM

Hello!

My name is Caitlin Hendrix. I am a second grade teacher at South Park Elementary in Moberly, MO. As a grade level team, we reviewed the proposed standards that were sent out by our superintendent and had a few questions regarding these standards. First, on the money standards for second grade there was a standard regarding counting coins and bills but it never stated the total amount the students need to be able to add up to. Currently, second grade students need to count up to \$5.00 but when I first started teaching, second grade was only required to add to \$1.00. We would like a clarification of the total amount students need to count. Our second question was an explanation of the social studies standard regarding the human characteristics of the student's region in Missouri. We would like examples of human characteristics? That term was difficult for us to interpret. Thank you for allowing us to provide feedback about the standards before fully implementing them in our curriculum.

Much appreciation,

Ms. Caitlin Hendrix

--

Caitlin Hendrix
2nd Grade Teacher
South Park Elementary

From: [Tornetto, Michael](#)
To: [1490Comments](#)
Subject: 6-12 Social Studies Standards Organizational Changes
Date: Monday, February 29, 2016 8:19:18 PM

The re-organization of the 6-12 social studies standards results in a significantly less useful document. It is confusing to read and extremely difficult to grasp what an individual course/teacher is expected to cover in terms of content. If I understand what I am seeing, the purpose of the new organizational structure (as opposed to the simple organization by Theme) is to illustrate how many of the standards build or inter-relate vertically from grade to grade. That has some merit, but in doing this you will only succeed in confusing teachers. I expect my dept, which has been positive about the draft standards and structure up to this point, will take one look at this new arrangement and be immediately put off. All I am talking about is organization. To be clear by organizing it this way administrators/curriculum persons can see progression from course to course, kind of, but cannot grasp an understanding of what content is to be taught in each course and how those units and/or topics build within that course. This is not organized for teachers and should be. At minimum, please provide an alternatively arranged option by theme. Then, when called for teachers have a view of their individual course/grade by content (theme) and a 1 sheet practical view of what that unit/theme should focus on. This vertical arrangement across grade can be used in situations where that would be useful. I truly believe this seeming simple formatting change is a huge regression! It is not formatted for teachers or even collaborative group use! The draft organization up to this point was clearly constructed with teacher use in mind! Again, at the very least provide both visual options! Keep the standards the same with the amendments you have made but provide both organizational views. I need them organized by "theme" instead of "key concept of understanding." Parents will also be better able to understand what their child is expected to learn when organized by theme as opposed to by key concept.

In addition, in this structure the themes are only give by number and them ambiguously named at the top of the column, this is confusing.

Thank you for taking into consideration my concerns, they reflect nothing more than an attempt at constructive criticism for the sake of myself and my colleagues.

--

Michael Tornetto

Jackson Senior High

Social Studies Dept. Chair

AP World History & AP Human Geography

From: [Dyan Schisler](#)
To: [1490Comments](#)
Subject: K-5 Math Standards comment
Date: Monday, February 29, 2016 9:23:45 PM

K-5 Math Standards

Are both of these necessary?

Number Sense and Operations in Base Ten Grade 2--Demonstrate fluency with sums and differences within 100.

Relationships and Algebraic Thinking Grade 2--Demonstrate fluency with sums and differences within 20.

Thank you for looking at these new standards and for asking for input.

Mrs. Dyan Schisler

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